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EXTENSION SERVICE

# REVIEW

U S DEPARTMENT OF AGRICULTURE \* MAY 1968

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*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

**ORVILLE L. FREEMAN**  
*Secretary of Agriculture*

**LLOYD H. DAVIS, Administrator**  
*Federal Extension Service*

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**Director: Walter John**  
**Editor: W. J. Whorton**  
**Assistant Editor: Mary Ann White**

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## EXTENSION SERVICE

# REVIEW

*Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges, and Universities cooperating.*

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### Using Our Blessings . . .

The people of the United States are blessed with an abundant supply of food. At the same time they are blessed with their greatest purchasing power ever. Yet serious inadequacies exist in the diets and eating habits of millions.

It's true that 70 percent of the non-farm and 56 percent of the farm population rated as very low income have inadequate diets. But inadequate diets and poor eating habits are characteristic of far more than this group. A nutrition study of several Western States shows that 60 percent of the girls and 40 percent of the boys had poor diets. Doctors estimate that one-fourth of our youth and one-half of our adults are overweight. Obesity often indicates poor nutrition.

There is a known relationship between nutrition and health. The link between nutrition and intelligence is less well established. But research provides conclusive evidence that hunger virtually stops the learning process.

These facts make sad commentary on the richest country the world has ever known.

Last year the home economics subcommittee of the Extension Committee on Organization and Policy broadly defined the objectives of Extension programs to reduce this problem. The objectives are to help families:

- Recognize and appreciate the vital link between adequate nutrition and physical health and mental development.
- Understand nutrition requirements for good health in all age groups and how to meet the requirements.
- Understand the importance of and make improvements in sanitation and food safety.

This month's cover calls attention to some of the tools Extension workers use to attain these objectives.—WJW



Agricultural  
Engineer?  
Extension Agent?  
Food Dealer?

VETERINARIAN?  
Equipment  
Salesman?

## Exploring Agricultural Careers

by  
C. Wayne Hoelscher  
*County Extension Agent  
Stephenson County, Illinois*



All facets of agribusiness have experienced the diminishing supply of prospective employees with rural backgrounds. The percentage of farm boys who leave for jobs outside agriculture is high.

Several agribusiness people in Stephenson County discussed this problem with the county Extension agent. As a result, boys, parents, guidance counselors, and principals were contacted to determine whether agricultural career opportunities were being adequately explained. The conclusions were that agriculture was being neglected.

Because many boys have their high school courses planned in the seventh and eighth grades, an Agricultural Careers Exploration program was planned for eighth graders.

The program was developed through consultation with agribusiness repre-

sentatives, parents, students, and Extension Council members.

County schools provided lists of rural eighth graders. Every business having to do with agriculture was asked to participate. About 40 percent of the boys and parents responded, and about 85 percent of the agribusinesses agreed to help. Participation by the school people was excellent.

The two-part program included a banquet meeting and visits to agribusinesses. Invited to participate, in addition to the boys, were parents, school principals, guidance counselors, Extension Council members, and representatives of all the agribusinesses that were supporting the venture.

After the smorgasboard dinner, Illinois College of Agriculture Associate Dean Warren Wessels pointed out the opportunities in the dynamic agricultural field. The local community col-

lege agribusiness head urged the parents to encourage their sons.

The Assistant State Leader of Extension Advisers told the boys they were part of a pioneer career exploration program, since their age group had never been worked with in this way before.

Each of the businessmen had agreed to take a boy and his parents to his place of business, in order to explain the career possibilities in his particular field. At the dinner, the boys indicated on a prepared list those places they would like to learn more about. The visits took place during Christmas vacation.

Following the visits, evaluation questions were sent to the boys, parents, and sponsors. Each group received different questions designed to reflect their different relationships to the program.

Every eighth grader said he was amazed at the number of different career possibilities. They indicated that they would consider high school agriculture courses whether or not they plan to go to college.

To improve the program they suggested grouping the boys so that several different businesses could be visited for a wider exposure to the career possibilities.

Parents felt the program was meaningful, and that they also had a much better idea of the need for good men in the field. They suggested that a panel representing the different business areas might be a good idea for a future program.

The sponsors were well satisfied, and all indicated that they would support future programs.

Guidance counselors and principals, although not formally involved in the evaluation, pledged their cooperation with Extension. A copy of the evaluation summary was sent to the schools, parents, and sponsors.

While it appears certain that all the boys who participated can't be kept down on the farm, at least they now know that there is a place for them somewhere in agriculture. □

Michigan demonstration  
finds farmers  
eager to know—

## What's Next From Computers?

by  
G. E. Rossmiller  
and  
J. L. Hervey\*

"What will they think of next!" This was the reaction to the Department of Agricultural Economics demonstration at Michigan State University's Farmers' Week 1968.

The demonstration consisted of a teletype unit linked by standard telephone lines to the Ford Motor Company computer at Dearborn, Michigan. The Ford computer was used because Michigan State's own computer does not have the capability of being operated from remote terminals such as the teletype.

The computer was programed to focus on compliance requirements for farmers under Federal and State mini-

*\*Rossmiller and Hervey are assistant professors of agricultural economics at Michigan State University.*

mum wage regulations and State workmen's compensation laws.

The significance of the demonstration, however, was the displayed potential for general application of the computer in the agricultural sector. It illustrated that hardly any area of concern for farm and household management is exempt from benefit from the use of the computer.

Computer technology is not new to agriculture, although it certainly is not being used up to its potential. What is quite new, however, is the idea of a remote terminal such as the teletype, a cathode ray tube, or some other means of communication providing easy and widespread access to the computer facility from the field.

Many such terminals can be located throughout any given area, and a portable unit is also available which makes use of any existing telephone by means of an acoustical coupler.

Here's how the demonstration worked. In preparation for Farmers' Week, the computer was programed with a set of questions which had to be answered with "yes" or "no."

On the basis of the answers given by the individual farmer, the computer responded with the answer as to whether, in his unique situation, he was required to comply with the particular law.

To start the process, the farmer filled out a card giving his first and last names, along with the code number of the county in which he maintained his farm. This information was typed into the computer by the teletype operator.

The computer was programed to welcome the farmer personally, using his name in the response, to Farmers' Week 1968 and the agricultural economics demonstration. It then posed the first question, which was on one of the components of the test for compliance under the Michigan minimum wage law.

After his response of either "yes" or "no" was typed in, the computer determined whether 1) he was required to comply with the law, 2) he was exempt, or 3) more information was necessary to arrive at a decision.

If he was required to comply with the law or if he was exempt, the teletype printed out the appropriate statement. If additional information was necessary for a determination, it posed another question which again needed to be answered either "yes" or "no."

Once started, the program asked the questions and made the determinations based on the farmer's answers for both the State and Federal minimum wage laws and for workmen's compensation.

The program also suggested that additional questions might be addressed to the farmer's local county



Extension agent. It even printed out the agent's name, address, and phone number (determined from the county code number.)

The computer automatically printed out a statement that it had been nice talking to the farmer (again calling him by name) and wishing him good luck in 1968.

The output was taken from the teletype and given to the farmer for a personal copy of his talk with the computer. The total process took about 10 minutes per farmer.

About 170 farmers directly participated in the demonstration during the week. The average ratio of "watchers" to direct participants was about 5 to 1. Thus, about 1,000 farmers came into contact with the Agricultural Economics demonstration.

The emphasis of the demonstration was on the use of computer technology in agriculture. Farm labor legislation was merely the vehicle used as the subject matter. Therefore, it was

not desirable to write a highly sophisticated program which would cover all the unique cases and questions which arose.

Because additional questions were anticipated, a farm labor legislation consultant from the Rural Manpower Center, Department of Agricultural Economics, was available in the demonstration area. He conferred with farmers who had further questions related to their own labor situation.

"Could my county agent have one of these teletypes hooked up to the University computer?" the farmers asked. As one farmer said, "My county agent spent 2 days trying to find the answer to a spraying problem I had. If the information had been on a computer, I could have gotten the answer right away."

It is conceivable that in the future the computer library function may replace the printed page and the University Extension Bulletin Office as we know it today.

For example, general information may be stored in such interest areas as labor legislation, livestock feed formulation, fertilizer use, estate planning, tax regulations and calculations, machinery cost, crop and livestock yields, and a host of other areas applicable to farm and household management.

Retrieval may consist of sorting from the general information that which applies to an individual situation. As a result of this detailed information cataloging, answers to specific questions could be rapidly provided by Extension personnel.

The computer, of course, is already being used in many areas for farm recordkeeping and business analysis purposes. Normally, however, the farmer mails the record of his transactions to a central facility. Here the information is processed by computer and the reports are mailed back to the farmer.

In many cases, this task could be accomplished more easily and the results received more quickly if the farmer could communicate directly with the computer instead of using the mail as a link.

We have been talking about terminals located in central offices such as the county agent's office in field areas. A logical development from this, however, would be for each individual household to have access, possibly in conjunction with the family telephone, to a computer.

Thus, the farm unit as well as the household could have the capability of retrieving information, performing calculations, and asking for computer analysis of individual problems.

These developments are, of course, in the future—some near and some far. It will take a great deal of effort and changing of traditional approaches before the task will be accomplished.

The Agricultural Economics demonstration at Farmers' Week 1968 showed that the farmers are enthusiastic about the possibilities and are ready whenever we are. □

*Farmers' Week participants line up at the agricultural economics demonstration to see the computer answer their questions about farm labor legislation.*



Combine an opportune idea with imaginative, energetic leadership by State and area specialists, and you've got an educational program that moves.

Look at what's happened in TENCO, an Extension area in south-east Iowa. In January 1967, cattle preconditioning was an idea. In January 1968, cattle preconditioning was a reality. TENCO area cattlemen, veterinarians, and cattle marketing people were actively supporting and promoting it.

It all began in the best Extension tradition of problem identification. For years, Dr. John Herrick, Iowa State University Extension veterinarian, had been called on for help with disease problems in Iowa feedlots. "Why," he asked, "can't we prevent many of these diseases before they hit?"

Herrick calculates that the loss from sickness, shrink, death, and wasted feed as feeder cattle move from the producer to the feedlot, runs from \$10 to \$20 per animal. And Iowa cattle feeders import more than 2 million cattle yearly from other States.

The cause of this excessive loss is well known. Calves are taken off cows, sorted, loaded, and shipped. They're likely to go long periods without food and water. And the feed they eventually get is different from what they're used to. As a result they come under great physical stress. And in transit, they are exposed to many new and different disease organisms.

The answer, Dr. Herrick concluded, was a comprehensive management program called "preconditioning."

Preconditioning is not new. Some cattlemen have been doing it for years. But the Iowa Extension veterinarian began to push for industry-wide adoption of these major points for all feeder cattle:

—Wean cattle at least 30 days before shipping;

—Accustom cattle to feed and water from bunks and troughs;

# From Idea to Reality—

**area approach  
gets fast action  
from TENCO cattlemen**

by

Leon E. Thompson  
*Associate Extension Editor*  
*Iowa State University*

—Vaccinate cattle against specific diseases that threaten cattle being moved;

—Treat for grubs. Worm, if necessary.

Response from cattlemen and animal scientists was quick, intense, and nationwide. Animal scientists recognized the program's logic. Feeder cattle producers had mixed reactions. Cattle feeders saw the advantages of preconditioned cattle.

But nowhere was response more immediate than in the TENCO Extension area. Cliff Iverson, the area leader in livestock production, was looking for a program to improve income of the TENCO area's livestock farmers, who own some 167,00 beef cows. He saw the potential economic impact of an area-wide cattle preconditioning program.

Iverson moved quickly. He discussed program steps with Herrick and other Iowa State University animal scientists. Iverson and Herrick met with 35 TENCO area veterinarians, sale barn operators, and county Extension directors to get their support.

The action program developed under Iverson's leadership involved the following:

—an educational meeting in each county that included veterinarians, sale barn operators, and county Extension directors on the program.

—preparation of a preconditioning certificate on which preconditioning practices would be certified by veterinarian's signature;

—cooperation of certain area cattlemen to weigh, precondition, then weigh calves again, to obtain local data on the effect of the practices recommended;

—a survey of cattle producers, veterinarians, and sale barn operators to determine how many cattle were preconditioned in the area.

Just 9 months later, accomplishments of Iverson's program could be measured.

—Attendance at the 14 educational meetings held in the 11 counties totaled 741. These were cow-calf operators, cattle feeders, or combinations of the two. Total animals involved were 17,797 calves and 31,000 cattle fed.

Before the county meetings, Iverson blanketed the area with news releases to local and statewide newspapers, radio stations, and farm magazines. Letters of explanation and invitation were sent to local marketing, processing, feed, and credit personnel as well as to other government agencies. Farm organizations and cattlemen's groups cooperated. An area meat packer also sent out publicity.





*Steers on the Tom Jager farm get off to a faster start because they are subjected to the preconditioning program recommended by the Extension veterinarian and area livestock specialist.*

Iverson even sent a supply of preconditioning brochures to area barbers with a letter explaining his educational objective and its economic relevance to local business. Result—barbershops provided preconditioning brochures for cattle producers to read while waiting for haircuts.

—Dr. Herrick and the Information Service at Iowa State University produced certificates for use by veterinarians in certifying preconditioning practices. They produced a concise brochure outlining the program. They developed a large, colorful poster that was posted in business places that farmers frequent. State Extension specialists Nelson Gray and W. G. Zmolek developed a nutrition and management pamphlet on handling calves at weaning.

—Three cow-calf producers in the area took part in preconditioning trials. Calves were weighed the day they were weaned. The recommended preconditioning practices were used (grub treatment, vaccination, and post-weaning rations). Calves were weighed again 30 to 31 days later. After all veterinary and feed costs were deducted, the calves had increased in value from \$1.94 to \$5.67 per head as a herd average (weight increase multiplied by 28 cents per pound). These weight increases were

obtained despite extremely unfavorable fall weather.

As a class project, a Vo-Ag chapter kept cost records on a group of vaccinated (but not grub-treated) heifers after weaning. The heifers gained 77 pounds over a 39-day post-weaning period and increased in value an average of \$11.38 per head after feed and veterinary costs.

—When Iverson surveyed by mail those who attended his county meetings, 75 of 363 cow-calf producers responded (20 percent). Responses indicated significant increases in vaccinations and in weaning at least 3 weeks before selling as well as a doubling of the number of calves treated for grubs.

All groups surveyed approved continuing educational meetings in 1968. This opinion was confirmed unanimously when Iverson and Herrick conducted a "report back" meeting for TENCO area veterinarians, county Extension directors, and sale barn operators.

Through Dr. Herrick's speeches, writing, and personal contacts over the United States, feeder cattle preconditioning received nationwide attention. The National Livestock Feeders Association is serving as a clearinghouse for bringing together buyers and sellers of preconditioned cattle.

Dr. Herrick and Cliff Iverson were asked to identify the key elements in their successful program.

Iverson came up with four points:

"First, there was a need for the program. Preconditioning is a definite part of good overall management. The interest shown by producers was proof of the value they saw in the program.

"Second, the program involved not only Dr. Herrick and me but Extension beef specialists, county Extension directors (they gave tremendous support), veterinarians who were resource people at our meetings, producer groups, and sale barn operators.

"The area approach generated interest from outside the area. Individual cattle producers, cattlemen's groups, and farm press from outside the area showed real interest in this TENCO program. It's doubtful if similar interest would have been expressed over a program in a single county.

"Finally, personal selling by the area specialist is essential . . . not only in meetings and through mass media, but in all the personal contacts which come his way."

Dr. Herrick's answer dealt with program content. He advanced four reasons why cattlemen responded.

—Small cattle-feeding margins. Feeders want to tighten the leaks in their feeding program.

—As a management program, preconditioning has as much value to the producer as to the feeder. Evidence is available that preconditioning pays.

—Present practices of assembling, trucking, and handling feeder cattle are antiquated. The cattle industry needs even better health regulations and a national cattle identification program.

—National interest in preconditioning was generated as all facets of the cattle industry saw the need. This cooperative support and effort is bringing us closer to the goal of healthier, more profitable cattle. □

# CAMPING— a New Experience

## **CES/OEO cooperation widens horizons of low-income youth**

by

Harold Hicks  
*County Extension Agent  
Greene County, Arkansas*

In Greene County, Arkansas, the Agricultural Extension Service teamed up with the Greene County Office of Economic Opportunity to provide a week-long camp for 50 economically deprived boys and girls.

County OEO Director Bob Yopp, Assistant Director Lawrence Hamilton, and Extension agents prepared a budget based on previous experiences with 4-H camps. It was agreed that a director and four counselors would be employed to look after the children while at the camp. The Extension agents would be responsible for planning the camp and directing all recreational and educational activities.

This type of cooperation is not a chance operation. Back in 1963, the Extension Service worked with the leadership in Greene County to establish the Greene County Development Council (known in many States as RAD Committee.) Since that time

this council has been concerned with the resource development of the area.

The Extension Service has continued to work closely with the Council and has provided educational help on programs relating to rural development. Consequently, the County Development Council was instrumental in getting the Office of Economic Development established and funded.

So when the opportunity arose to provide an educational experience to boys and girls from economically deprived families, it was natural that the two agencies work together.

Facilities would accommodate only 50 boys and girls, so the camp was limited to 10- to 16-year-olds. No child could attend who had ever attended a camp unless there were not enough such youngsters to fill the camp quota.

An equal number of boys and girls were invited, and all families from which the children were accepted had to meet the OEO guidelines for income.

George Metzler, Extension recreation specialist, visited the county to help the Extension agents plan the camp. An hour-by-hour, day-by-day program was planned for the 6 days.

The program consisted of many activities. Recreation included swimming, table tennis, softball, baseball, horseshoe pitching, washer pitching, music, movies, and an assortment of group games.

Handicraft was a big part of the program and consisted of woodworking, plaster of paris casting, fingertip painting, and making waste baskets and pencils holders from cans.

The health program consisted of grooming, cleanliness, and first aid. The educational programs included forestry, nature study, boating, program planning, flag ceremonies, a visit to Crowley's Ridge College, Greene County Library, and two local banks.

The camp budget was approved by the Office of Economic Opportunity, final plans were made, and the date was set.

Groups such as welfare agencies, 4-H Clubs, PTA groups, Extension Homemakers Council, and employees of the Office of Economic Opportunity, as well as individual parents and teachers, were asked to recommend children who met the camp requirements.

The Child Development Committee, consisting of representatives of Government agencies, public schools, and residents of all areas to be served, decided who would attend. Twenty-seven girls and twenty-four boys were selected. All the children were given health examinations, at no cost to them, before they were allowed to attend the camp.

Final program plans were completed with George Metzler, who agreed to spend the week at the camp and direct all recreation. Dean Wallace, Extension forester, handled the



forestry and nature study part of the program. Dr. U. G. Word, Special Youth Project Specialist, led the health phase.

A local Boy Scout leader and his troop were in charge of boating, hiking, and cookouts. County Extension agents shared the responsibility for all other educational and handicraft phases of the program.

The Paragould Kiwanis Club, as a part of their youth work, assumed the responsibility of transporting the boys and girls to and from the camp.

Ed Land, principal of Crowley's Ridge Academy, was employed as director of the camp. The local Red Cross furnished lifeguards during swimming periods and gave swimming lessons.

The camp director was employed a week before camp started. He got the camp in shape, purchased food, and made all other necessary arrangements.

As boys and girls arrived on Monday, they were registered and given towels, wash cloths, soap, toothbrush and paste, sheets, a bathing suit, and a tee shirt. They were assigned to cabins according to their age.

By noon all children had arrived. After lunch, the first planning session was held according to the itinerary for the week. At the planning session, groups were assigned different KP duties for 2-day periods. These duties included cleaning up tables after meals, cleaning grounds, flag raising and lowering, etc.

The camp was officially opened with the raising of the flag, and the activities got underway. The first activity was to stencil "Special Youth Camp" on their tee shirts in different colors representing their cabins. These were worn to designate what group was to take part in different activities and at what time.

As would be expected, minor spells of homesickness and a few aches and pains developed. However, no child had to be taken home during the week.



*An important part of the camping schedule each day was organized recreation—a novelty for many, since they had never before attended a camp.*

This phase of the program was much better than expected, since many of the children had never stayed away from home, even overnight.

While at camp, the youths were fed three hot, well-balanced, nutritious meals per day. In addition, they were given refreshments at 9:45 a.m., 3 p.m., and 9 p.m.

The camp program was set up so that families of participants, OEO board members, and other interested persons could visit the camp on Friday from 10-12. By that time, the youth had finished all their handicraft articles.

Each child had completed at least three, while others had completed five or six. These were all put on display with the children's names on them. Many parents were thrilled at the accomplishments of their children in this phase of the program.

The camp provided the youth with many experiences they had not had

an opportunity to enjoy before. Also, due to their financial conditions, they probably never would have had an opportunity to participate in a camp of this nature.

This experience gave the young people contact with other youth and adults outside their communities, increasing their understanding of the area and the people.

Parents, agency officials, and community leaders were highly complimentary of this undertaking. Many of the youth who attended the camp have now joined local 4-H Clubs and are active members. Parents have become more interested in community affairs and are taking part in community meetings.

Sponsors of the camp are so pleased with its success that they are doubling the camping program next summer. Plans are well underway for two 1-week camps, accommodating 50 youngsters each. □



For a group of Iowa Extension educators, "zero hour" fell on a day in October 1965. "D-Day" came two years later, on October 9, 1967.

The zero hour was the decision by the State Board of Regents universities to sponsor a public affairs program on welfare. D-Day was when the educators launched their battle plan—a plan to help interested citizens gain a greater understanding of welfare in Iowa.

The zero hour decision came shortly after Iowa State University Extension had completed a year-long public affairs program on "Financing Our Public Services." "FPS" was the third in the "Iowa Future Series," dating back to 1958.

The leaders and attentive public in the State who had tussled with the hard questions of public service financing seemed to be saying:

"Welfare spending and general government expenditures make up too large a portion of public spending. They should be cut in favor of more spending on other things.

"We are concerned about welfare programs—not only because they are so costly, but also because we are not so sure about all the proposed new welfare programs in the State."

With this climate, and since no government function in the FPS program seemed so little understood as welfare, the Regents institutions agreed that welfare should be the general topic of the next statewide public affairs program. The goal was improved understanding for better decisions by taxpayers and voters.

The welfare program was to be a joint effort between the three State universities, instead of strictly an ISU program. However, as planning continued, it became apparent that Extension would once again deliver major inputs of research and fact finding, time, teaching, materials, and promotion. This was because of past experience and the organization's unique State-area-local programing and staffing arrangements.

Extension public affairs program  
zeros in on . . .

## DIMENSIONS of Iowa Welfare

by

Donald Nelson  
*Associate Extension Editor*  
*Iowa State University*

The program planning input of 1966 consisted mainly of scouting around for funds to support research and teaching, searching for a program title, attempting to define "welfare," and planning the relevant research.

"Dimensions of Iowa Welfare" was chosen as the title. "Welfare" would assume a broad meaning for this program—it would include such things as Social Security and Veterans Administration spending.

The program would look at welfare dimensions like unemployment, crime, and old age, as well as problems of physical and mental health, mental retardation, and dependent children.

The planners determined that current research would be vital. The major research projects decided on were a scientific household survey of disadvantage in the State and an exhaustive inventory of welfare programs, people, and spending in Iowa.

In early 1967, "think and talk" meetings were held involving representatives of the three State schools (University of Iowa, University of Northern Iowa, and Iowa State).

Trained interviewers fanned out across the State to carry out the household survey. More than 6,000 personal contacts yielded information about income, education, health, employment, housing, mobility, attitudes, awareness, and values. Reports and other references began to stack up as the inventory of programs proceeded.

A loosely federated "governing board" evolved. It numbered 12 to 15 members, including Extension administrators, economists, sociologists, editors, and specialists in family environment.

Charles Donhowe, Assistant Extension Director, was overall chairman. Economist Arnold Paulsen headed up the research component. Economist Wallace Ogg led the teaching teams.

Sociologist Ronald Powers spearheaded efforts to identify the audience and find out something about their attitudes toward welfare. Editor Don Nelson marshaled promotion, printing, and information.



*An inventory of the total public and private spending for welfare in Iowa, necessary for developing the "Dimensions of Iowa Welfare" educational program, required researching the two stacks of publications in the photo.*

But the researchers, administrators, and editors on the "home front" didn't relax. Next phase of the assault was to be a self-administered discussion effort scheduled for February.

Forty thousand fact sheet kits had to be prepared, with the idea of involving 50,000 to 75,000 citizens in small-group neighborhood discussions of the Dimensions of Iowa Welfare.

Supporting strategies—the folders, news releases, personal contacts, and other promotional tools needed to engage a mass audience in home study on a controversial subject—were carried out at the same time fact sheets were written, reviewed, and published.

Paulsen estimates that the program reached a peak of about 1 million audience engagement hours during the February home study sessions (60,000 people times 6-8 hours, plus mass media information).

The program looks large, especially when viewed from the "inside." Yet, Paulsen estimates that the research behind "Dimensions" accounted for less than 1 percent of the total agricultural experiment station budget and less than that for total university research. And perhaps 3 to 4 percent of all Extension resources were brought to bear.

Outside of figures on participation, there is little that can be precisely measured about the impact of such a program. Donhowe says "We can only hope that many more Iowans now have facts about welfare problems and programs and have them ordered in a more appropriate, rational framework than before the effort started."

If the quality of decisionmaking is improved, this public affairs education program has made its contribution to the State and its people. □

"Legitimizing" meetings were held. These involved professional welfare workers, university officials, legislators, and the governor's office.

Area and county staffs conducted the "leader opinion survey" and started identifying opinion leaders to invite to the fall conference-workshops. Everybody pitched into the research effort by reading background material; visiting State institutions for criminals, the mentally ill, and the mentally retarded and a Job Corps center; writing working papers; meeting with a prison chaplain, a county welfare director, a psychiatrist, a CAP director, and others.

As summer 1967 waned and D-Day (D for Dimensions) loomed, all of the field staff were busy inviting participants and arranging meeting times and places at 40 locations across the State.

Central staff rushed workshop materials (research reports, "think" pieces, workshop problems, overhead transparencies, a film, flannelgraphs, teaching outlines, teaching techniques) to completion.

On D-Day, three 2-man teams started the first of a series of three week-apart, day-long meetings in three Eastern Iowa cities. The conference-workshops continued through January.

More than 3,000 leaders turned out. Included were influentials, welfare workers, religious leaders, women leaders, policy makers, private and public agency representatives, and, probably, some just interested or curious.

D-Day came and went. The information moved out, much of it reported by mass media. The teaching teams were in the field four days a week almost every week.





*Missouri Extension program assistants visited young homemakers to alert them to the Extension educational programs which could be of assistance to them.*

by

Mrs. Ruth George  
Program Coordinator  
Continuing Education for Women  
University of Missouri

## Young Homemakers— a Receptive Audience

Missouri Extension  
reaches them  
with program assistants

New programs, new techniques, new methods, new audiences—each is a sign of the change which embraces the Extension education program in the late 1960's.

A new technique is now underway at the University of Missouri Extension Division to extend educational services. The project is testing the effectiveness of nonprofessional program assistants in reaching young families under 30 years of age.

These young Missouri families are a clientele group that need and seek educational information. This new program is showing that nonprofessional program assistants can be valuable to the professional in extending educational information from the State university.



The pilot project which began in July 1967 in Pettis County, Missouri, will continue until July 1, 1968. It is under the able guidance of Miss Opal O'Briant, county Extension home economist.

Pettis County has a population of 38,000 with approximately 33 percent under 18 years of age. The median age is 33.1 years. County boundaries encompass fertile farm land and a city, Sedalia, of about 20,000 persons.

Objectives in the pilot program are:

- to determine the effectiveness of employing nonprofessional program assistants for the purpose of extending programs of a professional home economist.

- to determine what responsibilities can be assumed by nonprofessionals.

- to determine the program content which can be handled.

- To determine the major qualifications and requirements for such nonprofessionals.

- to determine the program methods which are most effective in reaching the young family.

In the pilot program, five program assistants were employed on a yearly salary to work 40 hours per week. Qualifications were that they be under 35 years of age, a high school graduate, married and with children, possess leadership ability, be respected by the community, radiate a pleasant personality, have poise, be well groomed, and have an interest in young families.

An intensive orientation period prepared the workers for their responsibilities. This orientation included the philosophy of the Missouri Extension Division, and the objectives and purposes of the program.

A procedure was outlined for use in contacting young families. The subject matter to be offered was determined, and methods to reach the young audience were suggested.

In the initial stage, 173 young families committed themselves to support the program. The subject-matter related to the management of family. It included topics of money management, budgets, credit, money sources, child rearing, life insurance, and consumer information. Blocks of time were allotted to areas of subject matter. This proved to be effective with young families.

The program assistants met with groups of young couples to alert them to educational programs of the University Extension Center. They made home visits, set the stage for group meetings, and assisted the State subject matter specialist.

In small groups they led discussions, taught simple skills, prepared visuals, and assisted with radio and newspaper releases. In addition they pre-alerted audiences for mass media coordinated package programs and made referrals to the county Extension center.

To date, the best results in the program have been obtained when the nonprofessional program assistants were involved in the planning and had a basic understanding of their job.

Regular weekly conferences with the professional home economist gave them direction in extending the educational information of the professional.

One program assistant commented, "This certainly has been a learning and exciting experience for me. If we only help a few people, it will be wonderful."

"Modern families are involved in so many activities that they have trouble deciding what is important," another said. "Some young families who do not attend meetings have an idea that they can get good information from Extension when they need it."

Young homemakers need and want help. The challenge is NOW, and Missouri is striving to meet it with this resource and technique. □

*Regular weekly conferences with the Extension home economist gave the program assistants direction in extending the educational services of the professional.*



In 30 of Oregon's 36 counties, the Extension Service — through the Neighborhood Youth Corps—is helping salvage young people who have dropped out of school.

In these 30 counties where no other public or private group has funded NYC Out-of-School programs, the Cooperative Extension Service has received Labor Department grants for sponsoring this work.

In 19 of these counties, Extension is also sponsor of the In-School program. Director of Extension's NYC work is Dr. Harry E. Clark, Community Development Specialist with the Oregon State Extension Service.

As the sponsor, Extension provides some work sites for the low-income youth in Extension offices. But, more importantly, they also obtain positions for many enrollees with other agencies, who serve as work-site supervisors and do some counseling of the youth.

The 4-H and youth development agents are now working with 191 of these cooperating agencies at the local level. All NYC time slips and reports are channeled through the county Extension Service offices.

Extension prepares a monthly NYC newsletter for the enrollees, designed as one more step in motivating the young people. The Extension staff also sponsors training meetings for enrollees and provides counseling for them.

As an NYC sponsor, the Oregon Extension Service has officially agreed to Labor Department requirements specifying that they will:

- be responsible for recruiting eligible Neighborhood Youth Corps enrollees and completing all required forms.

- refer available enrollees to cooperating agencies for assignment to work stations.

- receive enrollees' time reports and pay them monthly.

*\*Clark, Community Development Specialist, and Welty, Agricultural Information Specialist, Oregon Cooperative Extension Service.*

## Reaching Youth Through NYC

by  
Dr. Harry Clark  
and  
Vance Welty\*



*Extension found this Neighborhood Youth Corps enrollee a position with a home for the retarded. She likes her job so much that she hopes to pass her civil service exams so she can work full time with retarded children.*

- provide coverage under the State Compensation Department for on-the-job injuries or occupational diseases suffered by enrollees while engaged in duties assigned by a cooperating agency.

The Marion and Polk County NYC program, the largest in Oregon, stands as an example of the success of this type of arrangement. Allen Tucker, who is the local NYC field supervisor in charge of the program, said that not only has the NYC been able to achieve almost unheard-of cooperation between agencies at all government levels, but that many of the agencies where enrollees are being trained have requested additional youth to train. Due to limitation of funds, he is unable to enroll all the young people who meet eligibility requirements for the program.

Tucker and the other three field supervisors are nonprofessional program aides hired by Extension to assist the 4-H and youth development agents in carrying out the NYC program.

"Our quota is 41 enrollees," Tucker said. "Right now we have over 80 and a short time ago we had over 100 in Marion and Polk Counties. Due to shortage of funds, the number had to be cut."

If you are not acquainted with the NYC program, these, basically, are its objectives: to give work to economically distressed youth between the ages of 16 and 22 who have dropped out of school for various reasons, to give them a chance to learn good work habits, to enhance



their employability, and to assist them in returning to school or improving their education.

At this time, the largest number of enrollees are assigned to the city of Salem, the State Department of Employment, and the Fairview Hospital and Training Center.

The City of Salem furnishes work training sites for 10 enrollees—eight in the public works department, one in planning, and one in the finance department as a printer's aide. Larry Wacker, personnel assistant for the city, said that they have additional jobs available to the enrollees, but that due to quota restrictions are unable to hire them.

"These kids are really doing a great job, and so are their supervisors," Wacker said. "Over in the municipal sign shop we have two boys, Danny and Guadalupe, both working 32 hours per week and going to school part-time in the evening. Before they came here, nobody would hire them. They didn't have a chance."

Fred Hockett, city sign foreman, is highly pleased with his enrollees. "Danny and Guadalupe are both good workers," he said. "They're on a rotating-type training program. We teach them stenciling, striping, painting—things like that. I could use workers like these any time."

"We also have to teach them responsibility," Wacker added. "A kid who drops out of high school isn't going to try very hard to hold onto a job. So first we impress upon them the fact that their success is up to them, and we make it clear that they have to be at work on time or call in if they can't make it."

"They know this program is no free ride. If they goof off, out they go. We go way out of our way to help them, and are glad to do it, but they have found out that they have to hold up their end of the bargain. We can't force them to go back to school, but we try to talk them into it. Most of them go."

Judy is an enrollee in the Salem Public Works Department Equipment

Pool. She has been learning how to run the adding machine, make records, and keep files.

A. B. Chapman, equipment supervisor, said, "She needs almost no supervision. This girl is such a darn good worker and catches on so fast that I don't know why she doesn't get a regular job somewhere for higher pay. Don't tell her that, though. We'd like to keep her here if we can."

Out in the equipment pool, the story was the same. Ed Wilson and Joe Bottright, both of whom supervise NYC enrollees, were asked if they had any problems with the boys under their supervision. "No," said Bottright. "They're doing fine. We could use a mechanic's aide, though, sometime."

The most dramatic developments are at Fairview Hospital and Training Center for the mentally retarded. Over one-fourth of the NYC enrollees—26, to be exact—are assigned to Fairview.

Sixteen are psychiatric aides, and the rest are taking training as clerk-typists, mechanic's aides, accounting clerk aides, kitchen helpers, sewing room assistants, laundry work aides and receptionists.

Ken Templar, who is in charge of the enrollees' training at Fairview, said that the hospital has been training NYC enrollees for 2 years. During that time, as a result of the NYC training, seven went on to better jobs and one has been hired permanently.

"This is a pretty rough assignment for these kids," he said, "especially those working as psychiatric aides. If they can succeed here, working with the mentally retarded, they can succeed anywhere."

Sharon, one of the psychiatric aides, didn't feel that it was such a rough assignment. "I'm only allowed to work here 32 hours a week right now, but I'm taking night classes to get a high school diploma and studying to take civil service tests. If I can pass the tests, I can work here full-time with these children."

Templar said that they have one

enrollee who is from the State Mental Hospital, and that NYC and Fairview are assisting in his rehabilitation. He is presently working in the laundry room and is doing all right so far.

"We may be able to salvage him through the program," Templar said. "One thing's for sure—if he didn't have this opportunity, he'd be lost."

At an agency called Community Resources for Young Women (CRYW), the tables are turned. Here the NYC enrollees become the counselors, and are employed to help young people less fortunate than themselves. CRYW is an agency of the Community Action Council, set up to help young people, mostly girls, who have no place to turn for help.

Many of them are unwed mothers, many have been in trouble with the law, and all of them have dropped out of school. The NYC enrollees try to help these girls to get vocational training, to get help raising their babies when needed, and to go back to school.

There are only two professional staff members at CRYW, Lyn Horine, who is in charge of the project, and Geri Newton, a former VISTA volunteer who now works full time for CRYW. The rest of the staff are all NYC enrollees.

Ray Meliza of the Oregon State Employment Service is the NYC job counselor. He said that when the NYC program first started, there were no jobs available for these young people. But through the NYC and co-operation of many agencies, a place was found where they could be given job training which could lead to further vocational and educational opportunities. It also prepared the enrollees to find better work.

Meliza stated, "We get information from the county Extension Service, screen applicants for the NYC program, and counsel them."

Dr. Clark, project director, said, "I feel the NYC program in Marion and Polk Counties is a successful effort to assist young people who are in urgent need." □



## You and the Smith-Lever Act

Few people would argue with the premise that the Smith-Lever Act of 1914 is the single most important piece of legislation to the welfare and progress of agriculture since the passage of the Morrill Act in 1862 and the Hatch Act in 1887.

The Act is not something far removed that only "affects them at the University or in Washington." It is a vital part of your daily life. As a professional Extension worker, you participate daily in the administration of its provisions. The Act also points out many opportunities for furthering your chosen work in public service.

You may be surprised to learn that Congress authorized agricultural extension work in 1890—24 years prior to the passage of the Smith-Lever Act. The importance of the Smith-Lever Act, then, is found in the principles it established for conduct of extension work and the purpose and methods described therein.

You know the purpose—" . . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same." The Act describes the methods you use every day.

The three principles the Act established for the conduct of extension work give the concept the strength and continuity that make it the effective organization it is. These principles are:

(1) County, State, and Federal cooperative funding obligating leaders and officials at all levels to contribute their knowledge and experience in program planning.

(2) Extending all the benefits derived from the Morrill Act of 1862 (establishing the land-grant system) and the Hatch Act of 1887 (establishing the agricultural experiment stations) on a continuing basis to the problems of everyday living and making a living.

(3) Recognizing that all problems connected with agriculture and rural living are not connected with the acts of producing food and fiber.

The Act also set forth certain obligations of the Federal, State, and local parties to the conduct of Extension. The primary obligations of the Federal Government are to provide the Federal portion of the funds and

such administrative, technical, and other services as required for coordinating Extension work in the various States.

Congress appropriates two types of funds under the Act. One type is distributed under a formula and the other is distributed to serve special needs.

Four percent of the formula funds goes to the Federal Extension Service. The remaining 96 percent is divided thusly: 20 percent divided evenly among the States and Puerto Rico; 40 percent apportioned to States on the basis of the ratio of their rural people to total rural people in the United States; and 40 percent apportioned according to the ratio of their farm people to total farm people in the United States.

The special needs funds are allocated to States for intensive programs in areas that are disadvantaged insofar as agricultural development is concerned. The Act spells out the criteria for allocation of these funds. It is under these funds that much of the rural development work is financed.

Among the obligations of the States under the Smith-Lever Act is the establishment of an administrative unit within the land-grant college to administer Cooperative Extension work within the State, and an annual accounting for receipts and expenditures to the Governor of the State and the Secretary of Agriculture. The Act also calls for a Memorandum of Understanding between the Secretary of Agriculture and the land-grant colleges setting forth the specific conditions for the conduct of Extension in each State. There are other obligations, however, that more directly affect most of you than do these.

These others are: providing an annual plan of work that is acceptable to the Secretary of Agriculture and a detailed annual narrative report of Extension programs and accomplishments. These also go to the Secretary of Agriculture. The Act specifically directs the Secretary of Agriculture to withhold funds from States that do not provide these documents.

This, then, is the document that authorizes our work, and within broad limits sets forth the opportunities we have for service. □